

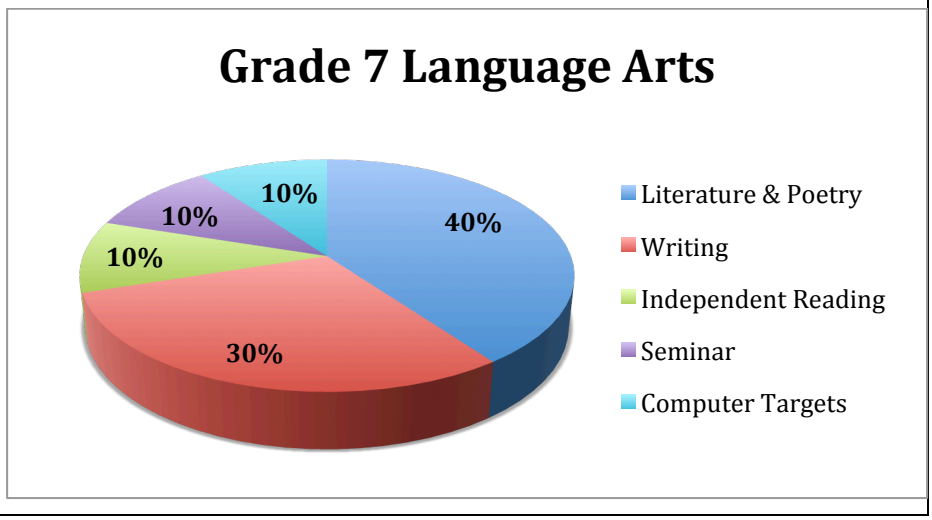

# Grade 7 Language Arts

2013 - 2014 School Year

| **Welcome Scholars!** |
|---|
| Here's the dictionary definition of syl-la-bus: n., pl. syl-la-bus-es or syl-la-bi. 1. An outline or a summary of the main points of a text, lecture, or course of study.<br><br>After listening to and/or reading the descriptions of these projects, please decide which ones you plan to do. Then show your plan, your Project Tree, and this Syllabus to a parent or guardian, ask them to sign off on the plan, and return the signed syllabus to school so we can get to work! |
| **Student Signature:** |
| **Parent/Guardian Signature:** |

# Grade 7 Language Arts

Start & Due Dates, Project Credit/Exam Checklists

| **How your final quarter grade is Determined:** | **Grading Pie** |
|---|---|
| ❑ Students set goals, track their own progress, and grade themselves.<br>❑ Teachers coach and give Project Pass/Try Again Exams.<br>❑ The Mutual Goal is ***excellence***. |  |

**Notes:**

The 7th Grade Project-Based Language Arts Program demands a high degree of responsibility from students: you must plan your schedule, track your own progress, and get coaching when you need help. Participation is a privilege. You can signal your desire to withdraw from the project-based learning program and switch to a textbook-&-tests program for the remainder of the quarter at any time by: (i) Stopping other students from working during "Project Work time" or (ii) Submitting a Project on which you did not do your fair share of work.

- Some Projects end with a PROJECT ORAL EXAM on which you will be expected to understand and be able to discuss all the checklist requirements and to know all the vocabulary in the directions for that Project. Study the PROJECT CHECKLISTS before you take your oral exams!
- These Projects are to be done BY YOURSELF or in your ASSIGNED GROUP, (with coaching from teachers and family members, of course). To earn credit for a Project, students must do their fair share of work and be able to pass the Project Oral Exam by themselves.
- You have 9 weeks of class and 3 Project work-periods a week. There are 48 Projects in total. There will not be class time set aside for you to work on all 48 PROJECTS. Therefore you will probably have to do some on YOUR OWN TIME TO RECEIVE AN "A+" in Language Arts.
- **INDEPENDENT PROJECTS:** Projects for which there is no planned class time are marked with a PURPLE box. For these projects it is your responsibility to start early enough to: (i) get help with directions and (ii) hand in your project early so it can be looked over.

There is no good reason to wait till the due date. **START EARLY. FINISH EARLY**

## Literature and Poetry – 40%

### Core Knowledge Learning Targets/California Language Arts Standards

I. ELEMENTS OF FICTION
  i. Review aspects of plot and setting
  ii. Conflict: external and internal
  iii. Suspense and climax
  iv. Point of view in narration – omniscient narrator, third person limited, first person, unreliable narrator
II. LITERARY TERMS
  i. Foreshadowing
III. POEMS
  i. Annabel Lee (Edgar Allan Poe)
IV. ELEMENTS OF POETRY
  i. Rhyme Scheme
  ii. Forms – Narrative

7RW1.3 Vocabulary and Concept Development: Clarify word meanings through the use of definition, example, restatement, or contrast.
7RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Identify and trace the development of an author's argument, point of view, or perspective in text.
7RL3.2 Narrative Analysis of Grade-Level-Appropriate Text: Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).
7RL3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
7RL3.5 Narrative Analysis of Grade-Level-Appropriate Text: Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.
7WS1.2 Organization and Focus: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

**GREY BOXES** = Foundation Project – May require oral exams completed with notes from class

**PURPLE BOXES** = Independent Projects – There is no guaranteed class time to work on these projects. The coordinating Foundation Project **MUST** be completed before Independent Project can be worked on. Each Independent Project is accompanied by a rubric.

| 1 | **Story Mountain – *5 Elements of Plot Oral Exam*** | Start | |
|---|---|---|---|
| ***Intro:*** *Put your climbing shoes on. You will be hiking up story mountain…by the end of it you will be a pro.* | | Due | |

**To receive credit for this Project:**
- ❑ Complete notes in class on the five elements of plot
- ❑ Be able to pass an oral exam on the five elements of plot:
  - Describe the exposition/rising action/climax/falling action/resolution
- ❑ Read one of Aesop's fables – link located on 7th grade blog
- ❑ Diagram the five elements of plot from your fable on a story mountain
- ❑ Be able to pass an oral exam on your chosen Aesop's fable:
  - Describe the exposition/rising action/climax/falling action/resolution of your fable

**To Pass with Flying Colors:**
- ❑ Rewrite the ending of your fable **or** write your own. Your new ending should act as a new resolution, tying up all loose ends of the fable. If you choose to write your own fable make sure you follow the five elements of plot. Follow the writing timeline to **publish on your blog**. Your fable must: ❑ Follow story mountain - there must be a clear *exposition, rising action, climax, falling action, resolution* ❑ Have a moral ❑ Feature animals, plants, or mythical creatures → ~~Humans~~ ❑ Be at least one page hand written / half page typed ❑ *SHOW* not tell (Telling: The haunted house was scary. *Showing:* The hair on my arms stood up, as I entered the haunted house.) ❑ Follow basic rules of grammar, spelling, and punctuation
- ❑ **OR** Create an instructional video on your blog to show everything you know about the five elements of plot for future 7th grade osprey. Get creative!

| 2 | **POE** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *Do you hear anything? See if that changes after reading The Tell Tale Heart by Edgar Allan Poe. Don't forget about your story mountain!* | | Due | |

**To receive credit for this Project:**

- ❑ Read *The Tell Tale Heart* by Edgar Allan Poe – Highlight/make notes on suspense and foreshadowing
- ❑ Identify and diagram the five elements of plot from *The Tell Tale Heart* on a story mountain
- ❑ Make at least TWO comments on *The Tell Tale Heart* located on the 7th grade blog (One comment must be written new and one comment must be in response to a classmate's comment **OR** both comments must be in response to another classmate). One of your comments can be a question for your classmates.
- ❑ Complete Vocabulary Notebook – dreadful, concealment, suavity, audacity, vehemently → Pass Vocabulary Quizlet in class
  - Definition from dictionary – that makes sense to you!
  - Synonym
  - Sentence where the word is used in the story
  - Sentence showing you understand what the word means
- ❑ Be able to pass an oral exam on *The Tell Tale Heart*. Any of the following can and will be asked about:
  - Identify examples of suspense and foreshadowing used by Poe
  - Describe the exposition/rising action/climax/falling action/resolution of *The Tell Tale Heart*
  - Define or give a sentence for at least three words from your vocabulary list without looking at your vocabulary notebook – **You will ALSO take a vocabulary test on Quizlet in class**

**To Pass with Flying Colors:**

- ❑ Could you have done a better job reading *The Tell Tale Heart?* Record yourself reading *The Tell Tale Heart* and post to your blog. Your reading should be professional – there should not be any stumbling over words or mispronunciation. Before you start reading the short story you must provide an introduction, including Edgar Allan Poe's life (use what you learned in class). At the end of your reading you must include at least three open-ended comprehension questions. You must also answer the questions. If you need help coming up with questions please see Ms. Curry.

| 3 | **Flipbook/Storyboard – *5 Elements of Plot*** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *Earn your animator badge here! Choose to make a flipbook or a storyboard detailing the five elements of plot in The Tell Tale Heart.* | | Due | |

**To receive credit for this Project:**

- ❑ Read *The Tell Tale Heart* by Edgar Allan Poe
- ❑ Review DIY.org to learn how to make a flipbook or a storyboard
- ❑ Design a flipbook or storyboard for *The Tell Tale Heart*
  - Note: You do not need to be the next Picasso to make a flipbook or storyboard, however it needs to show effort and care were put into the drawings. Eraser marks and stray pencil marks will not be accepted.
- ❑ Use and complete the rubric BEFORE taking the oral exam
- ❑ Be able to pass an oral exam on flipbook or storyboard – describe what is happening during each part of the five elements of plot
- ❑ Display a video of your flipbook or a picture of your storyboard on your blog for everyone to see!

**Earn Double!**

- ❑ This project will also count for an **Art project!** Check your Art Project Tree.

| 4 | **Poe Part II – *Create a Song*** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *You heard how suspenseful the music was in Jaws; now try to create your own suspenseful masterpiece by putting The Tell Tale Heart to music.* | | Due | |

**To receive credit for this Project:**

- ❑ Read *The Tell Tale Heart* by Edgar Allan Poe
- ❑ Complete *Putting Poe to Music Organizer* – This will help you when you start creating your own song.
- ❑ Use Garage Band to create a soundtrack that tells the story of *The Tell Tale Heart.* The soundtrack should:
  - NO be longer than one minute
  - Include a beginning, middle, and end (It should be clear when the heart beating is heard)
  - Include suspense
  - Include at least two lines of text from the story
  - Can be completely instrumental (with the text of course) or can be completely vocal
- ❑ Use and complete the rubric BEFORE taking the oral exam
- ❑ Be able to pass an oral exam on your song – describe what is happening during each part of your song
- ❑ Display the song on your blog for everyone to hear!

**To Pass with Flying Colors:**

- ❑ So you think you can play an instrument? Create an original song, playing the instrument without the aid of Garage Band to tell the story of *The Tell Tale Heart.*

| 5 | **Poetry in Action** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *The Regulars are coming and so is another story mountain – this time find the elements of plot in a narrative poem.* | | Due | |

**To receive credit for this Project:**

- ❑ Read *Paul Revere's Ride* by Henry Wadsworth Longfellow
- ❑ Identify and diagram the five elements of plot from the poem on a story mountain
- ❑ Make at least TWO comments on *Paul Revere's Ride* located on the 7th grade blog (One comment must be written new and one comment must be in response to a classmate's comment **OR** both comments must be in response to another classmate). One of your comments can be a question for your classmates.
- ❑ Be able to pass an oral exam on your *Paul Revere's Ride* story mountain:
  - Describe the exposition/rising action/climax/falling action/resolution of the poem
  - Be able to defend your choices for each element of plot

**To Pass with Flying Colors:**

- ❑ Recite *Paul Revere's Ride* by Henry Wadsworth Longfellow on your blog. Can be a video or just your voice. The reading should show understanding of the poem. It should be read without any mistakes or hesitations. This should **not** be done in one take.

| 6 | **Historical Inaccuracies – Newsroom Investigation** | Start | |
|---|---|---|---|
| | ***Intro:*** *Can you believe Henry Wadsworth Longfellow wrote a poem with so many inaccuracies? Put on your detective's hat and investigate this poem. Find out why he did it and report on the "real story" of Paul Revere.* | Due | |

Double

**To receive credit for this Project:**

- ❑ Read *Paul Revere's Ride* by Henry Wadsworth Longfellow
- ❑ Complete *7th Grade Detectives at Work Organizer.* The completed organizer **MUST** be shown to Ms. Curry **BEFORE** you begin your news broadcast.
  - You need to use the resources provided in class. If you choose to find other resources, they MUST be printed and brought to class.
- ❑ Each resource must be highlighted with the evidence you found to complete the organizer. You will be asked to point out the highlighted evidence in the oral exam – be prepared!
- ❑ Complete a newscast reporting on the historical inaccuracies you found in the poem. The newscast should:
  - Be filmed/edited in iMovie (or similar movie editor) using the newscast template
  - Include an introduction: What poem you read, background on the poem (when it was written, who wrote it, why it was written, etc.), What you are going to share with the audience
  - Include at least FIVE inaccuracies from the poem that you are correcting
  - Include at least two other facts about Paul Revere that you learned
  - Include an ending – wrap up the information with a concluding thought/sentence
- ❑ Use and complete the rubric BEFORE taking the oral exam/showing Ms. Curry your video
- ❑ Display the video on your blog for everyone to see!

**Earn Double!**

- ❑ This project will also count for a **History project!** Check your Great Cities and Great Ideas Project Tree.

| 7 | **Friend or Foe? – *Types of Conflict Silent Film*** | Start | |
|---|---|---|---|
| | ***Intro:*** *Have you ever had a conflict with a friend? Did you know there are FOUR different types of conflict? Show at least two types in a silent film. Keep reading to find out more…* | Due | |

**To receive credit for this Project:**

- ❑ Complete notes in class on the four types of conflict
- ❑ No more than three people can be used in a film—This project can be completed on your own
- ❑ Complete a story mountain with your film plan – At least TWO types of conflict must be used in the film (one internal and one external) – The plan MUST be shown to Ms. Curry BEFORE you begin your video
- ❑ Costumes and props must be used to effectively show the conflict in your silent film
- ❑ You will only be given one fifteen minute window to record your film in school – if you need more time you will need to use break time or film afterschool
- ❑ Use and complete the rubric BEFORE taking the oral exam/showing Ms. Curry your video
- ❑ Be able to pass an oral exam on the different types of conflict:
  - Describe each type of conflict by giving a real life example of each (cannot be the example from your notes) – Defend your answers
- ❑ Display the video on your blog for everyone to see! A blog post describing all types of conflict and which ones were used in the video must accompany the video.

| 8 | ***Thank You Ma'm* – Langston Hughes** | Start | |
|---|---|---|---|
| ***Intro:*** *Have you ever been caught red-handed? What happened? See what happens when Roger gets caught in the middle of a crime by Mrs. Jones in Thank You Ma'm by Langston Hughes.* | | Due | |

**To receive credit for this Project:**

- ❑ Read *Thank You Ma'm* by Langston Hughes – (page 62)
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Complete Vocabulary Notebook – presentable, barren, frail, mistrust → Pass Vocabulary Quizlet in class
  - Definition from dictionary – that makes sense to you!
  - Synonym
  - Sentence where the word is used in the story
  - Sentence showing you understand what the word means
- ❑ Make at least TWO comments on *Thank You Ma'm* located on the 7th grade blog (One comment must be written new and one comment must be in response to a classmate's comment **OR** both comments must be in response to another classmate). One of your comments can be a question for your classmates.
- ❑ Be able to pass an oral exam on *Thank You Ma'm*:
  - Describe the exposition/rising action/climax/falling action/resolution of *Thank You Ma'm*
  - Identify and describe the four types of conflict
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook—**You will ALSO take a vocabulary test on Quizlet in class**
  - Answer at least one of your High Five Questions defending with evidence from text

**To Pass with Flying Colors:**

- ❑ There is an African proverb that says, "It takes a village to raise a child." Discuss in an essay how this proverb applies to *Thank you Ma'm.* Does the story support or contradict the statement – Why or why not? Follow the writing timeline to **publish on your blog**. Your essay must: ❑ Follow 5 paragraph essay graphic organizer [(i.) Introduction – including author and title (ii.) Summary of the story (iii.) What the proverb means to you (iv.) Does the story support or contradict the statement – Why or why not (v.) Conclusion] ❑ Contain a *thesis* statement (The African proverb, "It takes a village to raise a child," is/is not supported by the short story *Thank You Ma'm* by Langston Hughes.) ❑ Contain a topic sentence for EACH paragraph ❑ Contain specific facts, examples, or quotations to support your thesis ❑ Show a variety of sentence lengths and structures ❑ Follow basic rules of grammar, spelling, and punctuation.

| 9 | **Harlem Renaissance – *Tell Us About It*** | Start | |
|---|---|---|---|
| ***Intro:*** *The Harlem Renaissance was a cultural movement that took place during the 1920s and 1930s. Known as the "New Negro Movement," the Harlem Renaissance advanced the literary ideas of many African Americans, including Langston Hughes, the author of Thank You Ma'm. Learn more about it and share with your fellow ospreys.* | | Due | |

Double

**To receive credit for this Project:**

- ❑ Read *Thank You Ma'm* by Langston Hughes
- ❑ Watch video on BrainPop and on History.com about the Harlem Renaissance – located on 7th grade blog
- ❑ Choose one of the paths to explore the Harlem Renaissance further:
  - Path 1: Music: Duke Ellington, Bessie Smith, Louis Armstrong
  - Path 2: Art: William H. Johnson, James Van Der Zee, Romare Bearden
  - Path 3: Writers: Countee Cullen, Zora Neale Hurston, Langston Hughes
- ❑ Gather resources for your topic and answer investigation questions on Harlem Renaissance Organizer
  - Resources used MUST be highlighted to show the information used in any of your projects
  - Resources are located on 7th grade blog – If other resources are used, they MUST be printed/copied and brought to class
- ❑ Complete one project from EACH category on the Harlem Renaissance Organizer (Research, Biography, Recreate) to share your knowledge

**Earn Double!** This project will also count for a **History project!** Check your Great Cities and Great Ideas Project Tree.

| 10 | ***The Last Dog* by Katherine Paterson** | Start | |
|---|---|---|---|
| ***Intro:*** *Have you ever felt like you were living in a bubble and every aspect of your life was being controlled? What are your ideas about cloning? The Last Dog by Katherine Paterson will have you questioning these topics.* | | Due | |

**To receive credit for this Project:**

- ❑ Read *The Last Dog* by Katherine Paterson – (page 42)
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Complete Vocabulary Notebook – copious, disembodied, evasive, foray, foresighted, languish, propensity, reproof → Pass Vocabulary Quizlet in class
  - Definition from dictionary – that makes sense to you!
  - Synonym
  - Sentence where the word is used in the story
  - Sentence showing you understand what the word means
- ❑ Make at least TWO comments on *The Last Dog* located on the 7th grade blog (One comment must be written new and one comment must be in response to a classmate's comment **OR** both comments must be in response to another classmate). One of your comments can be a question for your classmates.
- ❑ Be able to pass an oral exam on *The Last Dog*:
  - Describe the setting and *genre*
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook —**You will ALSO take a vocabulary test on Quizlet in class**
  - Answer at least one of your High Five Questions defending with evidence from text

**To Pass with Flying Colors:**

- ❑ Record yourself reading *The Last Dog* and post to your blog. Your reading should be professional – there should not be any stumbling over words or mispronunciation. Before you start reading the short story you must provide an introduction to the story to entice readers to listen. At the end of your reading you must include at least three open-ended comprehension questions. You must also answer the questions. If you need help coming up with questions please see Ms. Curry.

| 11 | **Robots** | Double | Start | |
|---|---|---|---|---|
| ***Intro:*** *Can robots take over the world? You decide after learning about how scientists are using robots to improve our lives. Could you design a robot better than the scientists? Here is your chance.* | | | Due | |

**To receive credit for this Project:**

- ❑ Explore the website *Kids Ahead.* – link located on 7th grade blog
  - You must read at least 2 articles to form an opinion about robots – even if you think you already have one. You are looking to answer the question: *How are robots being used to help humans?* You are welcome to look elsewhere for articles but they MUST be printed and brought to class.
  - Activities and Games should be saved for home or break time.
  - Find out what kinds of tasks or functions robots are being asked to perform. Note at least three.
  - Form an opinion about how new technologies might have a positive and/or negative impact on our lives.
- ❑ Design your own robot to help humans. What would it do? How would it help? Who would use it? What would it look like? Illustrate it. Show it to Ms. Curry.
- ❑ Build your own robot – if it actually works you will receive an extra point!
- ❑ Create a blog post describing your opinion of robots after reading the articles from above AND detailing how your robot would help humans. For specific details about what to include read the rubric.
- ❑ Use and complete the rubric BEFORE taking the oral exam/showing Ms. Curry your blog post.

| 12 | ***Rikki-tikki-tavi* by Rudyard Kipling** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *Have you ever seen The Jungle Book? Before the movie Rudyard Kipling wrote many fables and not just about Mowgli. In Rikki-tikki-tavi Kipling writes about a small mongoose that packs a big punch. See how he fights in Rikki-tikki-tavi.* | | Due ⏲ | |

**To receive credit for this Project:**

- ❑ Read *Rikki-tikki-tavi* by Rudyard Kipling – (printed copy handed out in class)
- ❑ Complete the comprehension questions in the margins of the text and ending multiple choice questions
- ❑ Complete Vocabulary Notebook – consolation, cower, cunningly, fledgling, gait, revive, singe, valiant → Pass Vocabulary Quizlet in class
    - Definition from dictionary – that makes sense to you!
    - Synonym
    - Sentence where the word is used in the story
    - Sentence showing you understand what the word means
- ❑ Be able to pass an oral exam on *Rikki-tikki-tavi*:
    - Defend your multiple choice questions – Each answer MUST have highlighted evidence
    - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook—**You will ALSO take a vocabulary test on Quizlet in class**

**To Pass with Flying Colors:**

- ❑ Darzee sings throughout *Rikki-tikki-tavi.* What will he sing once Rikki-tikki-tavi emerges from the snake hole at the end of the story? Sing it and put music to your song on your blog.

| 13 | **British Rule in India – *Timeline to Independence*** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *Rikki-tikki-tavi* is set in India during the late 1800s, when Great Britain ruled India. Research to find out more about India under British control, from 1858 to 1947. Create a timeline to share with other ospreys. | | Due ⏲ | |

**To receive credit for this Project:**

- ❑ Create a timeline of India from 1858 – 1947. Choose the most important events during this time. Your timeline should include:
    - At least ten dates (Events that must be included are listed on your rubric)
    - A picture with each date included on the timeline
    - Descriptions written in complete sentences – At least three sentences for each description
- ❑ Be able to pass an oral exam on your timeline – What are the two long lasting effects that resulted from Britain's control? What are the pros and cons of the takeover?
- ❑ Post your timeline on your blog and include a paragraph detailing the pros and cons of the takeover. Look to your rubric for specific details that are needed in the paragraph.
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
    - Evidence found for the timeline MUST be highlighted/noted on your resources. You will be asked to prove the information you write on your timeline by pointing to highlighted evidence from your resources.
- ❑ Use and complete the rubric BEFORE taking the oral exam/showing Ms. Curry your blog post.

**Earn Double!** This project will also count for a **History project!** Check your Great Cities and Great Ideas Project Tree.

**To Pass with Flying Colors:**

- ❑ *Anthropomorphism:* Choose your favorite animal – write a short story (at least one typed page) giving your animal human characteristics. Include a picture with your animal. Follow the writing timeline to **publish your story to your blog.** Your short story must: ❑ Have a clear beginning, middle, and end – why not use the story mountain organizer ❑ Describe the setting – SHOW not tell (Telling: The haunted house was scary. *Showing:* The hair on my arms stood up, as I entered the haunted house.) ❑ Include dialogue ❑ Contain strong images – I can visualize the event from your details ❑ Contain **vivid** verbs and *strong* adjectives (Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.** A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*) ❑ Be at least two pages hand written / one page typed ❑ Follow basic rules of grammar, spelling, and punctuation.

| 14 | ***The Scholarship Jacket* – Marta Salinas** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *What do you want to be when you grow up? Is there something stopping you from achieving your goals? Martha has to overcome ob*stacles in her life to reach her goals. See how she does it in *The Scholarship Jacket.* | | Due ☹ | |

**To receive credit for this Project:**

- ❑ Read *The Scholarship Jacket* by Mara Salinas – (page 216)
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Complete Vocabulary Notebook – falsify, agile, dismay, eavesdrop, vile, despair→ Pass Vocabulary Quizlet in class
  - Definition from dictionary – that makes sense to you!
  - Synonym
  - Sentence where the word is used in the story
  - Sentence showing you understand what the word means
- ❑ Make at least TWO comments on *The Scholarship Jacket* located on the 7th grade blog (One comment must be written new and one comment must be in response to a classmate's comment **OR** both comments must be in response to another classmate). One of your comments can be a question for your classmates.
- ❑ Be able to pass an oral exam on *The Scholarship Jacket*:
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook—**You will ALSO take a vocabulary test on Quizlet in class**
  - Answer at least one of your High Five Questions defending with evidence from text

**To Pass with Flying Colors:**

- ❑ Record yourself reading *The Scholarship Jacket* and post to your blog. Your reading should be professional – there should not be any stumbling over words or mispronunciation. Before you start reading the short story you must provide an introduction to the story to entice readers to listen. At the end of your reading you must include at least three open-ended comprehension questions. You must also answer the questions. If you need help coming up with questions please see Ms. Curry.

| 15 | **Remember the Alamo – Newspaper Article** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *The main character in The Scholarship Jacket is a Mexican-American girl who lives in Texas. In 1845 Texas became part of the United States. Mexicans who migrated into Texas often were discriminated against after Texas became a state. Why did this happen? Find out and share with the class through a newspaper article.* | | Due ☹ | |

**To receive credit for this Project:**

- ❑ Write a newspaper article on the Tejanos' and the immigrants' fight for independence. Read your rubric to find out what must be included.
- ❑ You must complete a rough draft using the newspaper organizer – Ms. Curry should read this BEFORE moving onto *Pages.*
- ❑ The article should be created in *Pages* under the newsletter template – The feature article should be about the Alamo. You should include at least one other smaller article that would have been written at the same time of your feature article. Include AT MOST three pictures.
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
  - Evidence found for the newspaper article MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished newspaper article.
- ❑ **Publish your newspaper to the blog.**

**Earn Triple!** This project will also count for a **History and Writing project!** Check your Great Cities & Great Ideas and Writing Project Trees.

**To Pass with Flying Colors:**

- ❑ Act as a news anchor and present the news you researched. Your video should be at least one minute in length – no longer than three minutes – including all the information from above. You should be dressed as a news anchor.

| 16 | **Character Map – *Characterization Oral Exam*** | Start | |
|---|---|---|---|
| | ***Intro:*** *How much do you know about your favorite character from a book or short story? How did you find out about them? Once you create a character map, you will learn so much more!* | Due | |

**To receive credit for this Project:**

- ❑ Complete notes in class on the character map
- ❑ Group's favorite character analysis completed on butcher paper – directions will be given on notes day
- ❑ Be able to pass an oral exam on the character map:
  - Describe the ways in which you learn about a character

| 17 | ***A Retrieved Reformation* – O. Henry** | Start | |
|---|---|---|---|
| | ***Intro:*** *Does everybody deserve a second chance after doing something wrong? In what situations? Decide if Jimmy Valentine deserves a second chance in A Retrieved Reformation.* | Due | |

**To receive credit for this Project:**

- ❑ Read *A Retrieved Reformation* by O. Henry – (printed copy handed out in class)
- ❑ Complete the comprehension questions in the margins of the text and ending multiple choice questions
- ❑ Complete character map for Jimmy Valentine
- ❑ Complete Vocabulary Notebook – balk, compulsory, elusive, eminent, genially, rehabilitate, retribution, saunter, unperceived, virtuous → Pass Vocabulary Quizlet in class
  - Definition from dictionary – that makes sense to you!
  - Synonym
  - Sentence where the word is used in the story
  - Sentence showing you understand what the word means
- ❑ Be able to pass an oral exam on *A Retrieved Reformation*:
  - Defend your multiple choice questions – Each answer MUST have highlighted evidence
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook—**You will ALSO take a vocabulary test on Quizlet in class**
  - Defend your character map of Jimmy Valentine

**To Pass with Flying Colors:**

- ❑ Record yourself reading *A Retrieved Reformation* and post to your blog. Your reading should be professional – there should not be any stumbling over words or mispronunciation. Before you start reading the short story you must provide an introduction to the story to entice readers to listen. At the end of your reading you must include at least three open-ended comprehension questions. You must also answer the questions. If you need help coming up with questions please see Ms. Curry.

| 18 | ***Encounter with MLK Jr.* – Maya Angelou** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *After hearing the upcoming civil rights leader, MLK Jr., speak in 1960; Maya Angelou became the coordinator of the Southern Christian Leadership Conference. In her autobiography Maya describes meeting MLK Jr. Find out her thoughts and experiences about the civil rights leader in the Encounter with MLK Jr.* | | Due ☹ | |

**To receive credit for this Project:**

- ❑ Read *Encounter with MLK Jr.* by Maya Angelou – (printed copy handed out in class)
- ❑ Complete the comprehension questions in the margins of the text and ending multiple choice questions
- ❑ Complete character map for MLK Jr.
- ❑ Complete Vocabulary Notebook – fester, fray, punctual, redeem, shanty → Pass Vocabulary Quizlet in class
  - Definition from dictionary – that makes sense to you!
  - Synonym
  - Sentence where the word is used in the story
  - Sentence showing you understand what the word means
- ❑ Be able to pass an oral exam on *Encounter with MLK Jr.:*
  - Defend your multiple choice questions – Each answer MUST have highlighted evidence
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook—**You will ALSO take a vocabulary test on Quizlet in class**
  - Defend your character map of MLK Jr.

**To Pass with Flying Colors:**

- ❑ Record yourself reading *Encounter with MLK Jr.* and post to your blog. Your reading should be professional – there should not be any stumbling over words or mispronunciation. Before you start reading the short story you must provide an introduction to the story to entice readers to listen. At the end of your reading you must include at least three open-ended comprehension questions. You must also answer the questions. If you need help coming up with questions please see Ms. Curry.

| 19 | ***Recycled Art – Persuade to Wear*** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *Greed took over Mathilde Loisel. Could she have been persuaded to wear something else to the party if she knew what would happen to her in the end? Create a necklace worthy for Mathilde Loisel out of only recycled materials. Write a letter to her explaining why she should wear it and the effects of being greedy.* | | Due ☹ | |

**To receive credit for this Project:**

- ❑ Read *The Necklace* by Guy de Maupassant
- ❑ Create a necklace out of only recycled materials. Be creative! It should be something the Mathilde Loisel would consider wearing in *The Necklace.*
- ❑ Write a letter to Mathilde Loisel persuading her to wear the necklace you made and the effects of greed. Read the rubric to find specific details needed in your letter.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished necklace and letter.
- ❑ **Publish your letter and picture of necklace to the blog.**

**Earn Double!** This project will also count for an **Art Project!** Check your Art Project Tree!

| 20 | ***The Pit and the Pendulum – Recreate the Prison Cell*** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *Recreate the nightmare described by Edgar Allan Poe by making a model prison cell.* | | Due | |

**To receive credit for this Project:**

- ❑ Read *The Pit and the Pendulum* by Edgar Allan Poe
- ❑ Recreate the prison cell in either a drawing or a 3D model. Read the rubric to find out exactly what is needed on your prison cell. Each measurement must be supported by text evidence.
- ❑ If you are creating a drawing of the prison cell, it MUST be on paper larger than 8.5 x 11.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished prison cell.
- ❑ **Publish a picture of your prison cell to the blog.**

| 21 | ***DIY.org – Design it Yourself and Connect to Literature*** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *Here is your chance to design your own project. Explore the DIY.org website and create your own project connecting it to one of the short stories or poems you have read this quarter.* | | Due | |

**To receive credit for this Project:**

- ❑ Explore the DIY.org website.
- ❑ Design a project that is connected to one of the short stories or poems we have read this quarter.
- ❑ Share your idea with Ms. Curry BEFORE beginning your project.

## Writing and Vocabulary – 30%

### Core Knowledge Learning Targets/California Language Arts Standards

I. WRITING AND RESEARCH
   i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
   ii. Write research essays, with attention to
      i. Gather relevant data through library and field research
      ii. Summarize, paraphrase, and quote accurately when taking notes
      iii. Defining thesis
      iv. Organizing an outline
      v. Integrating quotations from sources
      vi. Acknowledging sources and avoiding plagiarism
      vii. Preparing a bibliography

II. POEMS
   i. Annabel Lee (Edgar Allan Poe)

III. ELEMENTS OF POETRY
   i. Rhyme Scheme
   ii. Forms – Narrative

7RW1.3 Vocabulary and Concept Development: Clarify word meanings through the use of definition, example, restatement, or contrast.
7RW1.2 Vocabulary and Concept Development: Use knowledge of Greek, Latin, and Anglo- Saxon roots and affixes to understand content-area vocabulary.
7WS1.2 Organization and Focus: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
7WS1.3 Organization and Focus: Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.
7WS1.4 Research and Technology: Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
7WS1.5 Research and Technology: Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
7WS1.7 Evaluation and Revision: Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

**GREY BOXES** = Foundation Project – May require oral exams completed with notes from class

**PURPLE BOXES** = Independent Projects – There is no guaranteed class time to work on these projects. Each Independent Project is accompanied by a rubric.

| 1-3 | **Journal Entries** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *What do you think? Here is your chance to voice your opinion on topics that range from cloning to your heroes. Topics will usually always have to do with one of your readings from the Literature and Poetry section. Journal entry time will* ***not*** *always be given in class.* | | Due | |

**To receive credit for this Project:**

- ❑ Answer Topic Question on lined paper
  - You will be given several Topic Question options each time
  - Topic Questions will usually deal with one of your readings
  - Some topics may require extra research
- ❑ Journal Entry should:
  - Always follow five paragraph template
  - Be legible!
  - Include a rough draft
- ❑ You MUST include a rough draft with revisions! – Have a parent, friend, relative read and edit your entry.
- ❑ **ENTERIES WILL NOT BE ACCEPTED LATE!**

| 4 | **Poetry in Action – *Write your own Narrative Poem*** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *Henry Wadsworth Longfellow wrote it for Paul Revere, why not write one for yourself? Try writing a narrative poem about an event in your life – keeping in mind the five elements of plot.* | | Due ⊘ | |

**To receive credit for this Project:**

- ❑ Read *Paul Revere's Ride* by Henry Wadsworth Longfellow
- ❑ Write a narrative poem about an event in your life that follows the five elements of plot
- ❑ Follow the writing timeline in order to **publish it on your blog!**
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished poem.

**Your poem *must:***

- ❑ Follow story mountain – there must be a clear exposition, rising action, climax, falling action, resolution
- ❑ Focus on a specific memory or event in your life
- ❑ Include a simile, metaphor, or personification
  - Simile: *She stood in front of the alter, shaking like a freshly caught trout. – M. Angelou*
  - Metaphor: *A green plant is a machine that runs on solar energy.*
  - Personification: *The rock stubbornly refused to move.*
- ❑ Contain strong images – Make me visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with a vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary. *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Be at least five stanzas long (stanza for each plot element)
- ❑ Follow basic rules of grammar, spelling, and punctuation

**To Pass with Flying Colors:**

- ❑ Recite your poem on your blog – Can be a video or just your voice

| 5 | ***Descriptive Essay – The Box*** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *You have just discovered a box. Where did you find it? What does it look like? Do you open it? What is inside? Tell us about it in your descriptive essay.* | | Due ⊘ | |

**To receive credit for this Project:**

- ❑ Follow the writing timeline to **publish your descriptive essay on your blog.**
  - Complete Outline/Organizer (1 Point)
  - Complete Rough Draft – Revised/Edited by 2 peers and Ms. Curry (1 point after changes are made)
  - Final draft is published on blog (1 point)
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished essay.

**To Pass with Flying Colors:**

- ❑ Use at least five words from your vocabulary notebook

| 6 | ***If I Can Stop One Heart From Breaking* – Emily Dickinson** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *Emily Dickinson is one of the greatest poets of the nineteenth century. She was a rather unusual person. She seldom left her house, she never married, and she always dressed in white. But she wrote wonderful poems about nature, love, life, and death. Her poems are short and not hard to read, but they have deep meanings. See if you can figure out the meaning of If I Can Stop One Heart From Breaking.* | | Due ☹ | |

**To receive credit for this Project:**

- ❑ Read *If I Can Stop One Heart From Breaking* by Emily Dickinson
- ❑ Be able to pass an oral exam on *If I Can Stop One Heart From Breaking*:
  - Which lines remind you of the way Mrs. Jones (from *Thank You Ma'm* by Langston Hughes) might think? Defend your answer.
  - Identify rhyme scheme
  - Identify the type of conflict
- ❑ Get inspired and write your own: *If I can…* about nature, love, life, or death.
- ❑ Follow the writing timeline in order to **publish it on your blog!**
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished poem.

**Your poem must:**

- ❑ Begin with *If I can…*
- ❑ Focus on nature, love, life, or death
- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary. *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Be at least two stanzas long
- ❑ Follow basic rules of grammar, spelling, and punctuation

**To Pass with Flying Colors:**

- ❑ Recite your poem on your blog – Can be a video or just your voice

| 7 | ***Compare and Contrast – Your Choice*** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *How are they alike? How are they different? Choose any topic to compare and contrast: characters, animals, events, etc.* | | Due ☹ | |

**To receive credit for this Project:**

- ❑ Follow the writing timeline to **publish your compare and contrast essay on your blog.**
  - Complete Outline/Organizer (1 Point)
  - Complete Rough Draft – Revised/Edited by 2 peers and Ms. Curry (1 point after changes are made)
  - Final draft is published on blog (1 point)
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished essay.

**To Earn an EXTRA point:**

- ❑ Choose a History topic!

| 8 | **Where Am I? – Setting Short Story** | Start | |
|---|---|---|---|
| ***Intro:*** *A picture is worth a thousand words. You won't need to write a thousand words but you will have to write some about a selected piece of artwork. Use your knowledge of setting and mood so we are transported into your piece of art.* | | Due | |

**To receive credit for this Project:**

- ❑ Write a short story or poem that would take place in your chosen piece of artwork.
- ❑ Follow the writing timeline to **publish on your blog.** Your knowledge of setting and mood should be reflected in your piece of writing.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished short story/poem.

**Your short story or poem should:**

- ❑ Have a clear beginning, middle, and end – why not use the story mountain organizer
- ❑ Describe the setting – SHOW not tell
  - Telling: The haunted house was scary. *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ Be at least one page hand written / half page typed or at least five stanzas

**To Pass with Flying Colors:**

- ❑ Identify your artwork by finding the artist's name, the name of the piece, and when it was created

| 9 | ***Fractured Fairy Tale – Identify and Inspire*** | Start | |
|---|---|---|---|
| ***Intro:*** *You heard the Big Bad Wolf's side of the story, now is your chance to let the other characters in the fairy tales let their side of the story be heard!* | | Due | |

**To receive credit for this Project:**

- ❑ Complete notes in class on the different types point of view
- ❑ Read *The Story of the Three Little Pigs* and *The True Story of the Three Little Pigs!* For EACH story:
  - Identify the point of view
  - Highlight evidence from each story that proves the point of view
- ❑ Be able to pass an oral exam on point of view:
  - Name and describe the three types of narration
  - Describe what a narrator is
  - How do you know while reading what the POV is – what are the hints?
- ❑ DEFEND your answers after reading about the three little pigs

- ❑ Choose a fairy tale to read (cannot be *The Three Little Pigs)* – located on the 7th grade blog
- ❑ Identify the point of view of the narrator of the original story
- ❑ Illustrate one scene of your story
- ❑ Write a "Fractured Fairy Tale" where you write the fairy tale in a <u>different</u> point of view.
- ❑ Follow the writing timeline in order to **publish on the blog.**
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished story.

**Your fractured fairy tale must:**

- ❑ Follow story mountain – there is a clear *exposition, rising action, climax, falling action, resolution*
- ❑ Be in a different point of view than the original fairy tale
- ❑ Unveil details from the narrator that aren't in original fairy tale
- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary. *Showing:* The hair on my arms stood up, as I entered the haunted house.

- ❑ Be at least two pages hand written / one page typed
- ❑ Follow basic rules of grammar, spelling, and punctuation

**To Pass with Flying Colors:**
- ❑ Choose another short story you have read so far this year and write it from a different point of view following the steps from above – The Tell Tale Heart would be a good one! Follow the same criteria from above.

| 10 | ***Annabel Lee* – Edgar Allan Poe** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *You have read about the beating heart and the swinging pendulum. What do you think Edgar Allan Poe will say about love? Find out after reading the poem Annabel Lee.* | | Due ☮ | |

**To receive credit for this Project:**
- ❑ Read *Annabel Lee* by Edgar Allan Poe
- ❑ Complete Vocabulary Notebook – covet, sepulcher
  - Definition from dictionary – that makes sense to you!
  - Synonym
  - Sentence where the word is used in the story
  - Sentence showing you understand what the word means
- ❑ Be able to pass an oral exam on *Annabel Lee*:
  - Who is Annabel Lee?
  - What happens to her?
  - Explain one of the lines underlined in the poem
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
- ❑ Get inspired and write your own poem about death/true love/etc. about a couple or a single person. Follow the writing timeline in order to **publish it on your blog!**
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished poem.

**Your poem must:**
- ❑ Have the same mood as Edgar Allan Poe's work
- ❑ Have a clear beginning, middle, and end
- ❑ Be about death/true love/etc. about a couple or a single person
- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary. *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Be at least four stanzas long
- ❑ Follow basic rules of grammar, spelling, and punctuation

**To Pass with Flying Colors:**
- ❑ Recite your poem on your blog – Can be a video or just your voice

| 11 | ***Research Report*** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *Before we start studying the countries in Europe more in depth during WWI and WWII you have the opportunity to research about a European country of your choice. During History you will be given a separate Project Tree to walk you through writing your first research paper.* | | Due ☮ | |

**To receive credit for this Project:**
- ❑ Follow the writing timeline to **publish your research report on your blog.**
  - Complete Outline/Organizer (1 Point)
  - Complete Rough Draft – Revised/Edited by 2 peers and Ms. Curry (1 point after changes are made)
  - Final draft is published on blog (1 point)

❑ Use and complete the rubric BEFORE showing Ms. Curry your finished essay.

**To Pass with Flying Colors:**
❑ Use at least five words from your vocabulary notebook

| 12 | **Creative Writing Short Story** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *When you are not answering a journal topic you will start becoming the next J.K. Rowling or Rick Riordan. Now is your chance to write about whatever you would like. Creative writing time will* ***not*** *always be given in class.* | | Due | |

**To receive credit for this Project:**
❑ This is where your creativity comes to life. Write a story intended to become a book.
❑ Credit will be given when a developed story is written with a clear beginning, middle, and end (You do not need to finish the story by the end of the quarter to earn credit)
❑ **At least 1,000 words per quarter must be written to earn credit**

**To Pass with Flying Colors:**
❑ Use at least fifteen words from your vocabulary notebook

## Computer Targets – 10%

| 1-4 | **Greek and Latin Roots Unit #1-4** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *It is estimated that if you read for thirty minutes a day, you will be exposed to an average of one million words by year's end. How many of those words will be new and unknown to you? Studying Greek or Latin word stems can open up vocabulary acquisition for hundreds of unknown words found while reading.* | | Due | |

**To receive credit for this Project:**
❑ Complete graphic organizer in class – this is your tool to study while at home
❑ Be able to pass ThatQuiz Exercises I and II **in class EVERY OTHER THURSDAY**
- Exercise I: Fill in the blank with vocabulary words
- Exercise II: Match the synonyms

| 5-10 | **Vocabulary Quizlets** | Start ☛ | |
|---|---|---|---|
| ***Intro:*** *You have read the short stories now show off your knowledge of the vocabulary and grammar!* | | Due | |

**To receive credit for this Project:**
❑ Complete vocabulary notebook for each word assigned:
- Definition from dictionary – that makes sense to you!
- Synonym
- Sentence where the word is used in the story
- Sentence showing you understand what the word means

❑ Be able to pass Quizlet **in class EVERY THURSDAY**
- You will only be given ONE chance

## Independent Reading – 10%

### Core Knowledge Learning Targets/California Language Arts Standards

I. Fiction, Nonfiction, and Drama
   i. *The Necklace* (Guy de Maupassant)
   ii. *The Pit and the Pendulum* (Edgar Allan Poe)
   iii. *Call of the Wild* by Jack London

| 1 | ***Independent Reading Pie*** | Start | |
|---|---|---|---|
| ***Intro:*** *Remember those numbers! ~ It is estimated that if you read for thirty minutes a day, you will be exposed to an average of one million words by year's end. So we need to get reading!* | | Due | |

**To receive credit for this Project:**

- ❑ Read a book of your choosing.
- ❑ Once you read 50 pages or after you finish the book pas an oral exam to fill in a "slice" on the reading pie
  - 1 slice for each 50 pages
  - 3 slices for reading entire book
- ❑ Oral Exam will include any and/or all of the following:
  - Title
  - Author
  - Genre
  - Explain random selection
  - Rate it 1 – 5.

**To Pass with Flying Colors:**

- ❑ Write a book review and post it in the library and on your blog!

| 2 | ***Required Independent Reading Pie*** | Start | |
|---|---|---|---|
| ***Intro:*** *Remember those numbers! ~ It is estimated that if you read for thirty minutes a day, you will be exposed to an average of one million words by year's end. So we need to get reading!* | | Due | |

**To receive credit for this Project:**

- ❑ After reading required short stories in class (in a group or independently) pass an oral exam
- ❑ Oral Exam will include any and/or all of the following:
  - Title
  - Author
  - Genre
  - Explain random selection
  - Rate it 1 – 5.
- ❑ One short story = 1 slice / One book = 1 slice
- ❑ Required Readings: *The Necklace* by Guy de Maupassant, *The Pit and The Pendulum* by Edgar Allan Poe, *Benjamin Franklin a selection from The Autobiography, Call of the Wild* by Jack London

**To Pass with Flying Colors:**

- ❑ Write a book review and post it in the library and on your blog!